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ABSTRACT

This module for school counselors presents a series of learning activities related to the skills required to implement a systematic planning model. The three global skills in this model are: assessing client needs, program design, and program evaluation. This model is designed to result in a guidance program based on the individual counselor's client population and community situation, and tempered by the various reality constraints in his setting. The program includes systematic program evaluations, both for accountability and for feedback to improve the program. This document is one of seven staff development programs which target performance skills of school counselors. The programs include the competency areas of: planning, individual counseling, group facilitation, in-service training, consultation, information processing, and legal/ethical concerns. (Author/LEB)

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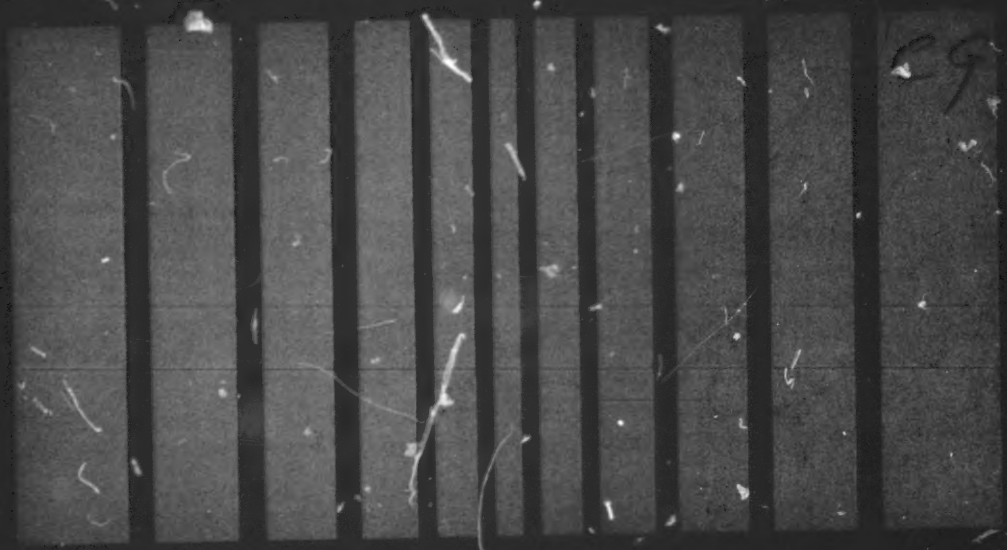
CAREER DEVELOPMENT PROGRAMS for SCHOOL COUNSELORS



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CG 012 354

PIONEER CESA GUIDANCE PROJECT

A STAFF DEVELOPMENT PROGRAM

FOR

SCHOOL COUNSELORS

PLANNING

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PIONEER CESA GUIDANCE PROJECT

A STAFF DEVELOPMENT PROGRAM

FOR

SCHOOL COUNSELORS

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Preface

This document is one of seven staff development programs which target performance skills of school counselors. The programs include the competency areas of: Planning, Individual Counseling, Group Facilitation, In-Service Training, Consultation, Information Processing and Legal/ Ethical concerns. While there may be other areas which will be helpful to school counselors, the skills described in this series are felt to be essential.

The staff development programs are one component of a comprehensive student needs based guidance system developed by the Pioneer CESA Guidance Project. The competencies which are addressed in these modules were derived from identified student goals related to guidance. The attainment of the skills described in the programs should facilitate counselors' clients in achieving these goals.

The staff development programs are designed to be used by students who aspire to become school counselors, by entry level counselors who are seeking to demonstrate their skill for certification purposes, and by experienced counselors who wish to enhance their skills. An individual may use the programs in an informal setting or they

may be used in a more structured group of counselors pursuing a formal staff development plan.

The emphasis of each program is on performance, thus an effort has been made to avoid another textbook in the specified area. A format has been developed which uses behavioral indicators as the focus for activities. A basic knowledge of the area of functioning is assumed. Where this prerequisite knowledge is not present, selected readings and references are provided.

Upon completing each of the programs the participant should be able to successfully demonstrate the skills needed to be certified as competent in the performance area. Further, it is the hope of the project staff that the skills acquired through this series of programs will facilitate positive growth in the knowledge, skills and attitudes of the young people with whom school counselors have contact.

William B. Ware
Stanley Bernknopf

Index of Indicators

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RATIONALE

Counseling and guidance programs have their historical roots in a senior high school setting, with a primary focus on assisting students with educational and vocational choices. As the years have passed, the roles and functions performed by school counselors have vastly expanded, including--but not limited to--personal counseling, consulting with parents, teachers, and administrators; group counseling; staff training; and acting as an institutional change-agent. In addition, guidance programs have expanded considerably into the junior high schools and elementary schools. While these vast changes have occurred in counseling programs, in most situations, the model on which the guidance program is built continues to be a rather limited version of the earlier senior high school programs. The end result of this growth of function and no theoretical change is that most school counselors attempt to "be all things to all people" and are continuously frustrated by time and priority problems. When called upon in crisis after crisis, the school counselor seldom has the opportunity to engage in proactive, developmental activities.

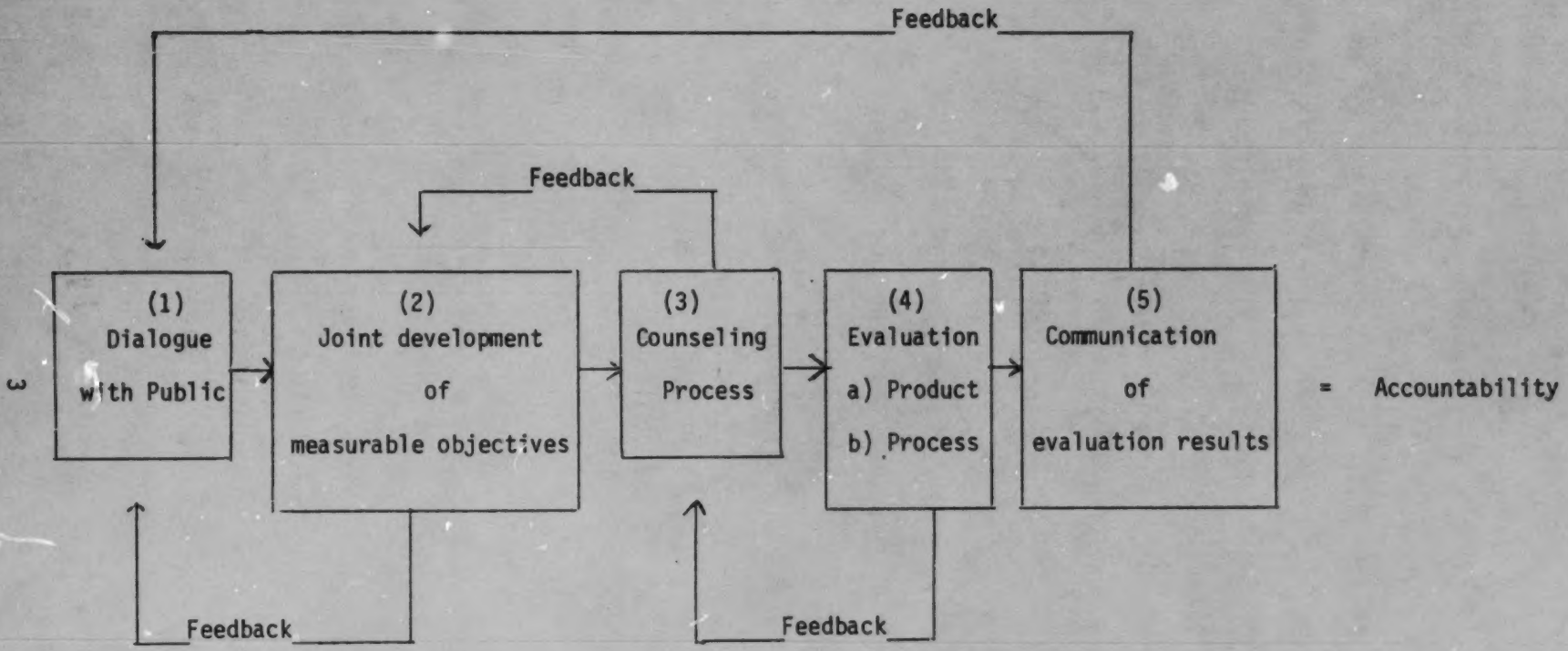
The recent movement toward increased accountability has in many ways been a very painful experience for

counselors, who have been hard pressed to demonstrate their effectiveness. As Shertzer and Stone (1976) indicated:

> Many professionals are concerned that ill-conceived and externally derived evaluation criteria will be forced upon them by those who have little knowledge of the educational enterprise with which they are associated. Additionally, many professionals are prone to raise the point that the services they provide are extremely difficult to evaluate.

Ironically, the accountability movement has provided the opportunity for counselors to play a more influential role in determining their destiny. Humes (1972) pointed out that accountability can be a definite benefit to counselors if they actively participate in the determination of the criteria applied and the means used to assess outcomes. Such participation by counselors can lead to program clarification and a more accurate and satisfactory statement of counselor role and function.

A review of two accountability models which have been specifically adapted for school guidance programs clearly indicates an increased opportunity for counselor involvement in program planning. Pulvino and Sanborn (1972) presented a five phase accountability paradigm based on communications theory (see page 3). An accountability model based on the popular PPBS (planning, programming, budgeting system) approach was presented by Shertzer and



From Pulvina and Sanborn, 1972.

Stone (1976). They have devised a seven step process, as illustrated on page 5. These accountability models, as well as "systems approaches" to program design and evaluation advocated by Hosford and Ryan (1970), clearly support the need for counselor involvement in needs assessment, program planning, and program evaluation. Involvement of the counselor in these activities can serve to enhance the professional role of counselor, make the guidance program more responsive to student's needs, and help establish program priorities which reflect a desirable balance of developmental/preventive and remedial/therapeutic activities. While this module does not deal directly with budgeting, economic constraints are certainly realities of program planning. The PPBS model suggests a splendid way of including budget concerns in planning.

This module presents a series of learning activities related to the skills required to implement a systematic planning model. The three global skills in this model are (1) assessing client needs, (2) program design, and (3) program evaluation. This model is designed to result in a guidance program based on the needs of your specific client population and community situation, and tempered by the various "reality" constraints in your setting. The program includes systematic program evaluations, both

Planning	I. Needs assessment
	II. Select priorities
	III. Define and write goals and objectives
Programming	IV. Design activities (services) to meet goals and objectives
Budgeting	V. The program budget (Multi-year allocation of resources and personnel)
	VI. Evaluate outcomes
Systems Analysis	VII. Revise goals, specify new objectives, public report

for accountability purposes and for feedback to improve the program.

USING THE MODULE

The learning activities in this module are product-oriented, with the ultimate outcome of each of the thirteen activities being a written product to be included in a Planning File, to be submitted to the Data Collector for certification purposes. Although there is overlap and interaction between the thirteen indicators of skills, separate learning activities are presented to reinforce skill development and to maintain the focus on the written products. The learning activities are presented in three sections: (1) assessing client needs, (2) program design, and (3) program evaluation. Pre-Assessment and Post-Assessment are similarly organized. The skills are further defined by thirteen indicators of these skills:

Skill in assessing client needs is indicated when the counselor:

I.1 Identifies or constructs needs assessment instruments.

I.2 Uses questionnaires, rating scales, surveys and interviews to collect data on client needs. Summarizes results.

I.3 Uses evaluation data to clarify client needs.

I.4 Conducts research projects to identify specific social, employment, or educational conditions presently affecting the client population.

I.5 States client needs based on supporting data.

Skill in program design is indicated when the counselor:

I.6 States program priorities based on identified client needs.

I.7 Produces a systematic plan for staff contact.

I.8 Produces a systematic plan for student contact.

I.9 Produces a systematic plan for parent contact.

I.10 Develops inservice training sessions.

I.11 Defines and states guidance policies in writing.

Skill in program evaluation is indicated when the counselor:

I.12 Develops a system for monitoring the impact of the guidance program that involves staff, students and parents.

I.13 Conducts research and reports on students who have been graduated from or have dropped out of school. (5 year limit)

INSTRUCTIONS

The following sequence of steps will be useful in

obtaining maximum benefit from this module:

1. The learner should complete the Pre-Assessment, both as an indicator of current possession of skills and as an aid to determining learning exercises to be pursued.
2. The learner should proceed to the Learning Activities section of the module and complete the primary and selected alternative learning exercises for each indicator.
3. The learner should organize all written products into the required Planning File.
4. The learner should complete the Post-Assessment.
5. If the Post-Assessment indicates additional work is needed, return to appropriate sections of the module and/or consult with a colleague or appropriate professional advisor. When the Post-Assessment indicates that your Planning File is complete and of appropriate quality, then you have successfully completed this module.

PRE-ASSESSMENT

Both the Pre-Assessment and Post-Assessment of this module are based on the existence/nonexistence of specific documents which you must place in a Planning File for the purpose of demonstrating competence in Planning. Therefore, the Pre-Assessment is intended to serve as a check list for you. While some of the documents may already exist, the Pre-Assessment can assist you in determining whether they can be used as they are or whether they must be modified, updated, or completely redone. For each of the performance requirements listed, consider whether you have adequately prepared the materials indicated. For each item, include an assessment of quality as well as the mere existence of materials. If you are satisfied that the document is of good quality, place an "X" in the Yes column; if you have not completed the document or feel the quality is poor, place an "X" in the No column; if you are uncertain about either the nature of the document or its quality, place an "X" in the Uncertain column.

Yes	No	Uncertain	
			1. List of needs assessment instruments available to the counselor.

Yes	No	Uncertain

2. Copies of at least one of each of the following (used by the counselor): questionnaire, rating scale, survey, and interview, one of which is accompanied by a summary of the results of the use of at least one instrument.

3. Summary of program evaluation data used to clarify needs of client population.

4. Summary of a research plan.

5. Summary of assessed needs of client population.

6. List of program priorities based on identified client needs.

7. Plan for staff contact.

8. Plan for student contact.

9. Plan for parent contact.

10. Plan for an inservice training session.

11. Written statement of guidance policies.

12. Plan for monitoring the guidance program, accompanied by results to date.

13. Follow-up report on students who have been graduated from or who have dropped out of school (5 year limit).

USING THE PRE-ASSESSMENT

For each indicator which you marked "Yes" you have materials which may be placed in your Planning File. You are encouraged to share these items with colleagues to receive their feedback before placing them in the Planning File. If their feedback indicates your materials are of acceptable quality, you should place the materials in your Planning File. If their feedback is negative or unclear, you should engage in Learning Activities for the corresponding indicators.

For each indicator which you marked "No" or "Uncertain" you should proceed to the corresponding Learning Activities. Each Learning Activity includes at least one "Primary Exercise" highly recommended for all users of this module, and at least one "Alternate Exercise" for additional learning options.

ASSESSING CLIENT NEEDS

The five indicators of the skills necessary to assess client needs run the gamut from having the appropriate instrument to collect the data to stating specific client needs with supporting data. While each of these indicators of skill is an important part of the needs assessment process, they must be viewed in a perspective which presents the purpose of needs assessment. There are many good as well as eloquent statements of purpose for needs assessment. Perhaps the most important purpose, however, is to collect such information as necessary to provide direction and focus for the program to be developed. How can one intelligently develop a guidance and counseling program without extensive information about the needs of the population to be served and the conditions under which that program is to be operated.

This set of skills as illustrated by the five indicators is designed to assist the counselor in determining the best ways to collect the needs assessment data, to interpret existing data, to conduct the necessary research, and to interpret the information in terms of program objectives.

I.1 The counselor will identify or construct needs assessment instruments.

EXERCISES

Complete "primary" exercise one and one additional "alternate" exercise.

Primary Exercise

Exercise 1. Listen to the cassette tape recording (or read the typescript in Appendix I) on "Needs Assessment: Uses and Abuses" by Michael J. Gimmestad, Ph.D.

Alternate Exercises

Exercise 2. Read two of the following for the purpose of reacquainting yourself with concepts of developmental needs of children and adolescents:

Fundamentals of Guidance, 3rd Edition, by Shertzer and Stone, pp. 2-34, "The Adolescent in Today's Society."

Developmental Counseling by Blocher, pp. 45-69, "The Development of Human Effectiveness."

Developing Counseling and Guidance: A Comprehensive School Approach by Dinkmeyer and Caldwell, pp. 21-30, "The Needs of Children: and pp.93-98, "Human Effectiveness."

Exercise 3. Obtain copies of (or construct your own) at least one of each of the following types of needs assessment devices:

a. questionnaire
b. rating scale
c. survey
d. interview guide

For information on the construction of such devices, read pages 251-261 and 436-437 in Fundamentals of Guidance, 3rd Edition by Shertzer and Stone. Sample instruments and information on where to obtain additional instruments/devices for your consideration may be found in Appendix II.

Exercise 4. Construct a list of needs assessment instruments appropriate for your setting. In making your selections be sure to give consideration to the following:

a. Does the instrument make assumptions about educational level of your student population?

b. Is the instrumentation generally appropriate for the socio-economic makeup of your school and community?

c. Does the instrument generate information about a broad set of general needs, or a narrower set of specific needs? Which do you need?

d. Can you manage the appropriate procedures to administer, summarize, and interpret this instrument?

e. What costs are involved? Can you justify them?

I.2 The counselor will use questionnaires, rating scales, surveys, and interviews to collect data on client needs and will summarize results.

EXERCISES

Complete "primary" exercise one, and one or more "alternate" exercises.

Primary Exercise

Exercise 1. Listen to the cassette tape (or read the typescript in Appendix III) on "Gathering Information and Summarizing Client Needs" by Michael J. Gimmestad, Ph.D.

Alternate Exercises

Exercise 2. From the list of needs assessment instruments available (see Indicator Number 1) select at least one from each mode (questionnaire, rating scale, survey, interview) and administer it to a sample of one of your client groups (students, teachers, parents, administrators, For one of these, prepare a written report which summarizes your findings.

Exercise 3. Read pages 21-39, 45-68 and 135-143 in Career Development Needs Assessment by Bush, Benson and Drier.

I.3 The Counselor will use evaluation data to clarify client needs.

EXERCISES

Complete "primary" exercise and one "alternate" exercise.

Primary Exercise

Exercise 1. Collect evaluative data on all aspects of your guidance program. These data should come from criterion-referenced (based on your stated objectives) instruments, on which you elicit feedback as to (1) whether the respondent considers the objective(s) important (relative significance of the need) and (2) how well the objective has been achieved. Review the sample instrument in Appendix IV.

Evaluative data may be sought from a variety of sources--students, teachers, parents, employers of former students, etc. Provided that each item is based on a stated objective, the results will provide observations of several different groups as to the relative importance and the perceived success of each aspect of your program.

Alternate Exercises

Exercise 2. Read pages 271-320 in School Guidance Systems by Shaw.

Exercise 3. Read the monograph Needs Assessment! Who Needs It? by Hays and Linn.

I.4	The counselor conducts research projects to identify specific social, employment, or educational conditions presently affecting the client population.

Complete "primary" exercises numbers 1 and 2, and "alternate" exercises as needed.

Primary Exercises

Exercise 1. Generate a list of at least five questions which relate to social, educational, or employment conditions which you believe to have an effect on your client population. Examples might be: "Is there a relationship between dual-parent employment and high absenteeism in our school?" and "Are students whose parents are unemployed choosing not to pursue higher education primarily because of family finances?" Examine these questions, looking for possible relationships between variables, and looking for factors which relate to needs of your clients which might be addressed by your guidance program.

Exercise 2. Select one of your questions and design a research project to investigate the questions. Follow the sequence of activities described in the cassette tape "Sequential Steps in Doing Research" by Michael J. Gimmestad, Ph.D. (typescript in Appendix V).

Alternate Exercises

Exercise 3. Read pages 1-9, "The Research Function of the Counselor," in Research and the School Counselor by Cramer, et al.

Exercise 4. Read pages 238-245, "Research," in The Development and Management of School Guidance Programs by Gibson, et al.

I.5 The counselor will state client needs based on supporting data.

EXERCISES

Complete both "primary" exercises and the "alternate" exercise if desired.

Primary Exercises

Exercise 1. Listen to the cassette tape "Reporting on Student Needs" by Michael J. Gimmestad, Ph.D. (typescript in Appendix VI).

Exercise 2. Prepare a written summary of the assessed needs of your client population. Include information pertaining to the assessment devices used, the procedures followed in collecting and analyzing data, and a list of identified needs, substantiated by specific data. These needs may, for example, deal with interpersonal skills, decision-making skills, knowledge of self, knowledge of educational and career opportunities, etc.

Alternate Exercise

Exercise 3. Read pages 37-67 in Career Development Needs Assessment by Bush, Benson, and Drier.

PROGRAM DESIGN

The set of skills related to program design essentially involve developing a plan of action to meet the needs identified in the assessment process. On the basis of those identified needs, program priorities will be determined and systematic plan for staff, parent and student contact will be developed. The program design will include the necessary inservice training experiences to prepare the staff to carry out the plans that make up the program design. A final outcome of the program design process would be a written statement of policies for the program. In essence, program design includes stating program objectives, developing plans to act on those objectives, training staff appropriately to implement design, and developing a framework of policy out of which to operate.

I.6 The counselor will state program priorities based on identified student needs.

EXERCISES

Consider "alternative" exercises number 1 and 2, then complete "primary" exercises 3, 4, and 5.

Alternate Exercises

Exercise 1. Read pages 67-69 and 145-148 in Fundamentals of Guidance, 3rd Edition by Shertzer and Stone.

Exercise 2. Read pages 28-32, 36-39 and 131-133 in Career Development Needs Assessment by Bush, Benson, and Drier.

Primary Exercises

Exercise 3. For each objective identified for indicators 7, 8, and 9 make an entry in the chart on page 21. Review these entries with other counselors, seeking their feedback regarding any omissions or improvements.

Exercise 4. Present the summary prepared in Primary Exercise 2, page 18, to your guidance committee. If you do not have a guidance committee, discuss your summary with your principal and assistant principals, supervisor of guidance, and a representative sample of teachers, students, and parents. Seek reactions from each of these groups regarding the relative priority of each objective and the related activities.

Exercise 5. Prepare a list of program priorities, including--but not limited to--the following information:

a. Rank order of all objectives generated for indicators 7, 8, and 9 (staff contact, student contact, and parent contact).

b. Percent of guidance staff time and resources to be invested in each.

c. A rationale for the rank-ordering, based on assessed needs.

PROGRAM PRIORITY WORKSHEET

Directions: List each objective generated in response to your needs assessment. For each objective identify the need for which it was generated. Next identify the personnel, materials and other resources necessary to achieve the objective; be as specific as possible. Finally, identify the potential consequences of not achieving the objective.

OBJECTIVE	NEED	RESOURCES REQUIRED	NEGATIVE CONSEQUENCES

I.7 The counselor will produce a systematic plan for staff contact.

EXERCISES

Complete at least two "alternate" exercises, then complete "primary" exercise number 7.

Alternate Exercises

Exercise 1. Read pages 67-79, 142-144, 147-148, 370-371, 375-380, 388-396, and 432-433, in Fundamentals of Guidance, 3rd Edition by Shertzer and Stone.

Exercise 2. Read Staff Development by Axelrod, et al.

Exercise 3. Read pages 34-41 in The Development and Management of School Guidance Programs by Gibson, et al.

Exercise 4. Survey the objectives and activities presented in the Consultation module. Identify those which have potential for facilitating your staff contact, and design a plan for using consultation activities.

Exercise 5. Read River City High School Guidance Services: A Conceptual Model, available from ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (Price $2.00, Order Number 1-1-10, 767). (This publication provides an excellent example of the design and evaluation of guidance services based on needs assessment, prioritization of objectives, design of related strategies, identification of needed resources, and evaluation.)

Exercise 6. Meet with a selected group of staff members to discuss the list of needs prepared for Indicator Number 5. Share your ideas regarding contributions the guidance program can make toward meeting those needs. Seek input from staff members on how they can work with the guidance staff to meet these needs.

Primary Exercise

Exercise 7. Design a systematic plan for staff contact including (but not limited to) the following:

a. Clearly stated objectives. (See Appendix VIII, and pages 46-48 and 53-62 in Staff Development by Axelrod, et al.)
b. Statement of assessed need to be met by each objective.
c. List of strategies to be used to meet each objective.
d. For each strategy, a list of personnel and resources needed.
e. For each strategy, a time line for implementation.
f. A means for measuring the achievement of each objective.

A sample summary chart for selected strategies is presented on page 24.

STAFF CONTACT PLAN

Strategy	Individual Responsible	Resources Required	TIME												Evaluation Plan
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	
1. Presentation at General Faculty Meeting.	Chairperson Guidance Dept.	Handouts Audio-visuals	X												Follow-up Survey
2. Presentation at Department Heads Meeting	Chairperson Guidance Dept.	Handouts												X	Follow-up by individual meetings
3. Meet with each Department Faculty	Counselors, A, B, C.	Handouts	X				X			X					Follow-up individually
4. Consultation with individual faculty	All guidance staff	None	X	X	X	X	X	X	X	X	X	X			Quarterly Survey
5. Case conferences	Chairperson Guidance Dept.	Pupil personnel team, faculty	X	X	X	X	X	X	X	X	X	X	X	X	Quarterly report
6. Classroom guidance planning	All guidance staff	Classroom guidance materials	X	X	X	X	X	X	X	X	X	X			Quarterly report

I.8 The counselor will produce a systematic plan for student contact.

EXERCISES

Complete at least one "alternate" exercise, then complete "primary" exercise number 4.

Alternate Exercises

Exercise 1. Read pages 141, 146, and 368-370 in Fundamentals of Guidance, 3rd Edition by Shertzer and Stone.

Exercise 2. Survey the indicators and related learning activities for the modules on Counseling, Facilitating Groups, Consultation, and Information Processing. Identify those activities which are consistent with your identified needs and priorities. Prepare a list of counseling and guidance activities which will be the focus of your student contacts.

Exercise 3. Meet with a representative group of students to discuss the list of needs prepared for Indicator Number 5. Share your ideas regarding ways the guidance program can help meet these needs. Seek feedback and other ideas from students. A suggested form for collecting feedback from students is presented on page 27.

Primary Exercise

Exercise 4. Design a systematic plan for student contact, including--but not limited to--the following:

a. Clearly stated objectives. (See Appendix VII and p. 49 of Staff Development by Axelrod, et al.)

b. Statement of assessed need to be met by each objective.

c. List of strategies to be used to meet each objective.

d. For each strategy, a list of personnel and resources needed.

e. For each strategy, a time line for implementation.

f. A means for measuring the achievement of each objective.

A sample summary chart for selected strategies is presented on page 28.

I.9 The counselor will produce a systematic plan for parent contact.

EXERCISES

Complete at least two "alternate" exercises, then complete "primary" exercise number 6.

Alternate Exercises

Exercise 1. Read pages 144 and 147 in Fundamentals of Guidance, 3rd Edition by Shertzer and Stone.

Exercise 2. Read pages 178-183 in Management and Improvement of Guidance, by Hill.

STUDENT FEEDBACK FORM

STUDENT NEEDS

For each need presented, please indicate the extent to which you agree or disagree with the existence of this need in your school or among your classmates. Please make suggestions as to programs or activities you would like to see provided by the school in response to these needs.
Circle SA if you strongly agree, A if you agree, N if you neither agree nor disagree, D if you disagree and SD if you strongly disagree.

1. SA A N D SD

   Comments, suggestions:

2. SA A N D SD

   Comments, suggestions:

STUDENT CONTACT PLAN

Strategy	Individual Responsible	Resources Required	TIME												Evaluation Plan
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	
1. Pre-transfer orientation meetings	Chairperson Guidance Dept.	All staff transportation								X	X				Questionnaire
2. New student groups	Counselors A, B, C.	None	X	X	X		X	X							Follow-up Study
3. Bulletin board displays	Counselor A		X	X	X	X	X	X	X	X	X	X			Annual Report
4. Classroom presentations	Counselors A, B, C.	Handouts, A-V materials	x		x		x		x		X				Random Survey
5. School paper articles	Counselor B		X	X	X	X	X	X	X	X	X	X			

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Exercise 3. Read pages 44-46 in The Development and Management of School Guidance Programs by Gibson, et al.

Exercise 4. Read pages 214-237, "Parent Consultation" in Developmental Counseling and Guidance: A Comprehensive School Approach by Dinkmeyer and Caldwell.

Exercise 5. Meet with a representative group of parents to discuss the list of needs prepared for Indicator Number 5. Share your ideas of contributions the guidance program can make toward meeting those needs. Seek feedback from parents and elicit ideas from them. A suggested form for gathering parent feedback is on page 31.

Primary Exercise

Exercise 6. Design a systematic plan for parent contact, including--but not limited to--the following:

a. Clearly stated objectives. (See Appendix VIII and page 50 of Staff Development by Axelrod, et al.
b. Statement of need to be met by each objective.
c. List of strategies to be used to meet each objective.
d. List of personnel and resources needed for each strategy.
e. A time line for implementation for each strategy.

f. A means for measuring the achievement of each objective.

A sample summary chart for selected strategies is shown on page 32.

I.10 The counselor will develop inservice training sessions.

EXERCISES

This objective can be pursued by consulting the In-Service Training Module. Appropriate exercises are contained therein.

I.11 The counselor defines and states guidance policies in writing.

EXERCISES

Complete "primary" exercise and number 4, 5, and 6, and at least one "alternate" exercise.

Alternate Exercises

Exercise 1. Read pages 141-149, 272-274, and 408-414 in Fundamentals of Guidance, 3rd Edition by Shertzer and Stone.

Exercise 2. Read the "Guidelines to the Buckley Amendment: Regulations Adopted by the Department of Health, Education, and Welfare for enforcing the Family Rights and Privacy Act of 1974."

PARENT FEEDBACK FORM

STUDENT NEEDS

For each need presented, please indicate the extent to which you agree or disagree with the existence of this need among students in our school. Please make suggestions and comments of programs or activities you would like to see provided by the school in response to these needs.

Circle SA if you strongly agree, A if you agree, N if you neither agree nor disagree, D if you disagree and SD if you strongly disagree.

1. SA A N D SD

   Comments, suggestions:

2. SA A N D SD

   Comments, suggestions:

PARENT CONTACT PLAN

Strategy	Individual Responsible	Resources Required	TIME												Evaluation Plan
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	
1.Presentation at Feeder School Parent-Teacher Organization	Chairperson, Guidance Dept.	All Counselors, A-V materials							X	X	X				Annual Report
2.Presentation at Parent-Teacher Meetings	Chairperson, Guidance Dept.	All Counselors	X					X							Parent follow-up
3.Parent Conferences	All Counselors		X	X	X	X	X	X	X	X	X	X	X	X	Individual follow-ups
4.Newspaper Articles	Chairperson, Guidance Dept.	Feature Information	X	X	X	X	X	X	X	X	X	X	X	X	Annual Report
5.Student-Parent Program for College Planning	Chairperson, Guidance Dept.	Handouts A-V materials			X			X							Evaluation Questionnaire
6.Student-Parent Program for Career Planning	Chairperson, Guidance Dept.	Handouts, A-V materials		X			X			X					Evaluation Questionnaire

Exercise 3. Read Guidelines for the Collection, Maintenance and Dissemination of Pupil Records. New York: The Russell Sage Foundation, 1971, 48 pages. (This booklet provides comprehensive guidelines for the formulation of school policies regarding student data and records. Some attention is given to the rights of the child.)

Primary Exercises

Exercise 4. Obtain a copy of current school (or district) guidance policies. (Such information may appear in a general policy statement).

Exercise 5. Meet with your Guidance Committee to discuss guidance policies. If you do not have a Guidance Committee, meet with representative group of faculty and administration, and a group of students. Identify those areas in which there is consensus that policy should be developed. Develop proposed policy statements.

Exercise 6. Following exercise number 5, seek feedback from students, teachers, administrators, and parents to the proposed policy statements. Prepare for consideration by your principal (and/or other appropriate individuals or groups) a written statement of guidance policies, including--but not limited to--the following:

a. Counselor role and responsibilities.

b. Policy on confidentiality.

PROGRAM EVALUATION

Two major types of program evaluation are suggested: (1) an on-going monitoring and evaluation of the impact of the guidance program, involving input from staff, students, and parents and (2) follow-up research which reports on graduates and dropouts over at least a five-year period. Accurate reporting of the nature and frequency of student, parent, and staff contacts is the foundation of accountability. Monitoring the program through counting of activities and contacts must then be followed by qualitative assessment of the impact of each counseling and guidance activity or intervention. Follow-up research serves two functions: (1) continued evaluation of the impact of the program over an extended time period, and (2) the provision of data about the student body which becomes an important part of the needs assessment data.

Program evaluation utilizes techniques from traditional empirical research methodologies as described by Campbell and Stanley (1963), Stufflebeam, et al. (1971), and Tuckman (1972). In addition, a variety of non-traditional approaches have recently been advocated under the general description of "evaluative research," providing alternative approaches to program evaluation

(Burck and Peterson, 1975; Oetting, 1976 a,b; and Goldman, 1976).

I.12	The counselor will develop a system for monitoring the impact of the guidance program that involves staff, students, and parents.

EXERCISES

Complete "alternate" exercises 1 and 2 as desired, then complete "primary" exercise 3.

Alternate Exercises

Exercise 1. Listen to the cassette tape (or read the typescript, Appendix VII) entitled "Monitoring and Evaluating the Guidance Program" by Michael J. Gimmestad, Ph.D.

Exercise 2. Read at least two of the following:

a. Pages 268-279 "Accountability in Program Evaluation," by Gary Peterson, in Facilitating Career Development by Reardon and Burck.

b. Pages, 87-101, "Evaluation of Guidance Programs," in Research and the School Counselor by Cramer, et al.

c. Pages 556-565, "Accountability for Counseling Programs" by Gary Prazak, in Counseling Methods by Krumboltz and Thorensen.

d. "An Accountability Model for Counselors" by

J. D. Krumboltz, Personnel and Guidance Journal, 1974, 52 639-646.

e. Pages 231-238, "Evaluation and Accountability," in The Development and Management of School Guidance Programs by Gibson, et al.

f. Pages 428-444, "Evaluation of Guidance Programs," in Fundamentals of Guidance, 3rd Edition by Shertzer and Stone.

g. Pages 337-373, "Evaluation of Guidance Services," in Organization and Administration of Guidance Services by Ryan and Zeran.

h. Deciding Via Evaluation by Davis and Drier.

Primary Exercise

Exercise 3. This exercise consists of four sequential projects designed to produce the required written product for your planning file.

I. Design a system for monitoring the activities of the guidance program. This system should include, as a minimum, the following information for each counselor:

a. Weekly log of time/functions.

b. Number of individual counseling contacts, categorized by purpose (e.g., personal counseling, educational planning, career counseling, etc.)

c. Number of group counseling sessions and number of students involved.

d. Number of teacher consultations.

e. Number of administration consultations.

f. Number of parent consultations.

g. Number of staff meetings.

h. Number of referrals made.

i. Number of student observations made.

j. Number of classroom guidance sessions conducted.

k. Number and nature of professional development activities.

II. Design a system for monitoring usage of counselor's resource files and materials. As a minimum this system should gather the following information:

a. The name of the user.

b. The files or materials used.

c. The date.

d. User comments on usefulness of materials.

III. Design a system to monitor the adequacy of services available to staff, students, and parents. For each objective identified in Indicators 7, 8, 9, design one or more means of assessing to what extent the objective has been achieved. Consider

the full range of evaluative data which might be used: surveys, questionnaires, interview, follow-up data, re-administration of needs assessment instruments.

IV. Summarize data collected in exercises 4 and 5, including information on procedures and instruments used in monitoring the program. Design a plan for periodically sharing data with appropriate personnel (i.e. quarterly reports to principal and guidance director and annual reports to principal, guidance director, staff, parents, and students.).

I.13 The counselor will conduct research and prepare reports on students who have been graduated from or have dropped out of school within the last five years.

EXERCISES

Complete at least two "alternative" exercises, then complete "primary" exercise number 7.

Primary Exercises

Exercise 1. Read pages 171-195 in Organization and Administration of Guidance Services by Ryan and Zeran.

Exercise 2. Read pages 252-253 in Management and Improvement of Guidance by Hill.

Exercise 3. Read Deciding Via Evaluation by Davis and Drier.

Exercise 4. Read pages 104-115 "The Follow-Up Study" and 143-160, "Studies of Dropouts," in Research and the School Counselor by Cramer, et al.

Exercise 5. Examine the sample follow-up questionnaire on pages 281-288 in Pupil Personnel Services in Schools: Organization and Coordination by Hummel and Bonham.

Exercise 6. Identify the various school staff who would likely have specific interests in following up school leavers--both graduates and dropouts. Collaborate with your principal in planning a follow-up study which will include dropouts and graduates within the past five years. Request that your principal appoint a follow-up planning committee. Work with the planning committee to identify data to be gathered, how it will be gathered, how it will be recorded and analyzed (use of electronic data processing, for example), and how it will be reported.

Exercise 7. Conduct a follow-up study, and prepare a report which includes:

a. Instruments used.
b. Procedures followed.
c. Summary of findings.
d. Recommendations for guidance program based on findings.

POST-ASSESSMENT

For each of the 13 indicators listed for the competency "Planning," the primary objective in the exercises was the preparation of a written document for inclusion in your "Planning File." If each of these 13 documents has been properly prepared (involving both quality of content and consultation with appropriate personnel in preparation), then you will have accomplished the objectives of this module. To assess your readiness to submit your Planning File you are asked to complete the "Rating Scale for Planning Documents," one of the scales to be used by the data collector in evaluating your Planning File.

Directions: Read the criteria listed below each of the document descriptions, then check (x) "Yes" or "No" in the boxes under essential elements. For numbered document descriptions meeting all of the essential elements check (x) complete in the column to the right. If any of the essential elements are missing, check (x) incomplete.

1. List of needs assessment instruments includes:

Present	Complete	Incomplete

Essential Elements

a. Instruments to assess needs or interests of students — Yes / No

b. Instruments to assess staff attitudes and needs regarding the guidance program — Yes / No

c. Instruments to assess parent attitudes and needs regarding the guidance program — Yes / No

d. Instruments are readily available to the counselor — Yes / No

2. Set of instruments used by the counselor to assess client needs. Includes at least one of each of the following:

Present	Complete	Incomplete

Essential Elements

a. Questionnaire — Yes / No

b. Rating Scale — Yes / No

c. Survey — Yes / No

3. Data tabulation and summary of at least one of the instruments above.

Present	Complete	Incomplete

Essential Elements

Yes / No

4. Summary of evaluation data.

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Includes data counselor has collected on guidance program		
b. Data are summarized		
c. Includes recommendations for changes in or additions to program where indicated		

5. Summary of a research plan to investigate a social, employment, or educational condition affecting the client population. Includes:

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Sound rationale for the research		
b. Instruments which are adequate to collect the needed data		
c. List of appropriate procedures		

6. Summary of assessed needs of client population. Includes:

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. List of instruments used		
b. Procedures followed		
c. Results of assessment for		
1. Students		
2. Staff		
3. Parents		

7. List of program priorities. Includes:

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Rank order of program objectives (8b, 9b and 10b)		
b. Indication of percentage of time and resources to be invested in each objective		
c. Rationale for the order of objectives is stated and based on assessed needs		

8. Plan for staff contact.

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Based on assessed needs		
b. Includes clearly stated objectives		
c. Lists personnel, materials and resources needed		
d. Clearly describes strategies designed to meet the objectives		
e. Includes time lines		
f. Includes means for measuring achievement of each objective		

9. Student Contact.

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Based on assessed needs		
b. Includes clearly stated objectives		
c. Lists personnel, materials and resources needed		
d. Clearly describes strategies designed to meet the objectives		
e. Includes time lines		
f. Includes means for measuring achievement of each objective		

10. Parent Contact.

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Based on assessed needs		
b. Includes clearly stated objectives		
c. Lists personnel, materials and resources needed		
d. Clearly describes strategies designed to meet the objectives		
e. Includes time lines		
f. Includes means for measuring achievement of each objective		

11. Written statement of guidance policies. Includes:

Present	Complete	Incomplete

Essential Elements

a. Statement on counselor role and responsibility — Yes / No

b. Policy on confidentiality — Yes / No

c. Policies dictated by the school and/or system which the counselor must follow — Yes / No

12. Plan for monitoring the guidance program (formative evaluation) accompanied by results to date.

Present	Complete	Incomplete

Essential Elements

a. Monitors adequacy of service available to

1. Staff — Yes / No

2. Students — Yes / No

3. Parents — Yes / No

b. Monitors usage guidance resource material — Yes / No

c. Includes instruments used for formative evaluation — Yes / No

d. Includes procedures adequate to monitor the program — Yes / No

e. Includes methods for reporting data and providing feedback to others — Yes / No

13. Follow-up report on students who have been graduated or who have dropped out of school within the last five years. Includes:

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Procedures followed		
b. Summary of findings		
c. Recommendations for guidance based on findings		

Specify those documents listed complete_____

_____

_____

Specify those documents listed incomplete_____

_____

_____

Summary:

INTERPRETING THE POST-ASSESSMENT

If you have indicated that all items are complete, congratulations! Arrange your materials in a neat, clearly labeled series of folders for submission to your data collector. If you found that any of your items are incomplete, pinpoint the nature of the incompleteness and either return to the related exercises or seek advice from a colleague.

APPENDIX I

NEEDS ASSESSMENT: USES AND ABUSES

NEEDS ASSESSMENT: USES AND ABUSES

by

Michael J. Gimmestad, Ph.D.

"Here comes another project--NOW we've got to do a needs assessment, whatever that is. Why do we have to do these projects? Is this another effort to justify what we are already doing? Do they expect us to arrive at an answer they have already determined? What's this all about anyway?"

Needs assessments can serve a variety of functions. Their use is most appropriate when they are but one in a sequence of activities, such as described by Hosford and Ryan in their 1970 Personnel and Guidance Journal article on systems approaches to program development. Within the systems approach needs assessment is the first step in a series of activities. This step is followed by writing of objectives, so that decisions can be made about the most appropriate use of resources and the relative focus of the program. That is to say, how much developmental and preventive aspects should there be as opposed to remedial and therapeutic? Assessment also provides a basis for the development and implementation of specific strategies and activities in an attempt to meet the

objectives and the appropriate basis for the evaluation of the entire program--both for accountability purposes and for purpose of providing feedback.

For the counselor there are several specific benefits to be derived from conducting a needs assessment when it is a part of an overall systems approach. The first is that needs assessments provide a better likelihood of the guidance program making use of personnel time and limited resources in ways that are most responsive to the needs of the clients. I am sure that you have been frustrated with the extent to which you have had to involve yourself in activities which do not make maximum utilization of your professional training. We have all experienced the desire to have a clerical person or a subprofessional person take over many of our duties. Needs assessment can be a first step in gathering the appropriate kinds of information for decisions to be made about the best use of personnel resources. A second direct benefit to personnel involved in the guidance program is that planning and operating a program based on a systems approach is a means of increasing your control over the program. Professional persons trained in the area of guidance and counseling have the greatest expertise for determining how their program should operate in order to be responsive to the students' needs. However,

we are often unable to bridge the gap between our professional knowledge and expertise and the presentation of appropriate kinds of data and information to the decision makers. A third direct benefit of conducting a needs assessment is that programs are continuously subject to evaluation. If one uses a systems approach and begins with a good needs assessment, one is taking the first step toward insuring that the basis for evaluating that program is going to be one which is focused on identified needs and objectives. There is no better way to insure that you are not being evaluated strictly on external criteria, designed by somebody else for somebody else's program, than to engage in a thorough needs assessment.

In preparing to conduct a needs assessment several points must be clear in your mind. The first point is an extremely complex question: Who are my clients? Quite obviously your students are your clients. You are not in a private practice situation where the counselor-client relationship is a relatively straightforward and simple one, where you are clearly employed by your client to provide assistance in meeting his/her needs. Rather, you are operating in a complex social structure, you have several levels of responsibilities, and your students are but one of your clients. Indeed, they are the primary

client group, and all of your activities ought to have the objective of benefiting your student. However, you are employed by an institution, and in a sense that makes the institution as a whole your client. It is the recipient of your professional services, and you have an obligation to be responsive to the institution as a client. The faculty, parents, students, administration, other staff in the schools--in a very real sense--are also your clients. They too, have needs for which you, with your professional expertise, can provide assistance. However, with these secondary clients it becomes extremely important to keep a focus on your responsiveness to their needs; ultimately these services should have some benefits to your students.

There will be many times when it appears that the needs of the students, and the needs of the faculty, for example, are incompatible. This dilemna poses a problem for you as a counselor. Students are coming to you with concerns about faculty, and faculty are speaking to you about students with whom they are having difficulties. Both are tending to place blame and responsibility on one another. This situation is not uncommon for counselors, and puts pressure on you to keep in mind your most important purpose. It is not impossible to respond appropriately to the needs of all, but it is extremely important to keep

in mind that faculty, parents, and administration in their work with you should have a mutual concern, assisting students with the business of what school is all about.

The second point which needs to be clarified has to do with determining how large a domain you are going to deal with when doing needs assessment. What needs are to be assessed, in what ways. It's almost like opening Pandora's box to talk about conducting a needs assessment which is going to provide all of the kinds of information that you need to build your program. Let's try to limit the focus, and see it we can't make the task more reasonable. Keep in mind that you want to gather information that will provide the appropriate foundation for building a systematic guidance program. Also keep in mind that the needs assessment which gathers this kind of information will most likely also provide information which is of importance to teachers, parents, and administrators. What needs are to be focused on? Generally, I think that a good starting point is to consider what has been discovered by developmental psychologists about normal, sequential, developmental needs of young people. What we are talking about is the child in elementary school, the "transcecent" in junior high school, or the adolescent

or young adult in high school. There are a set of agreed upon developmental needs that we can generally assume to cut across a variety of regional and cultural distinctions, so that we are pretty safe in assuming that young people with whom we work will be dealing with these needs during their years in school. Many of these needs have to do with what we might call personality development in the sense of emerging self-identity, self-awareness, and values clarification. These are the kinds of questions that revolve around "Who am I and where am I going?" Within the school context we are dealing with educational development, educational needs, a host of needs related to career development, and in a very broad sense personality development as we deal with the concerns of young people who are striving to achieve increasing independence and autonomy. We deal with the concerns that they have about understanding themselves, relating to other people, and getting some sense of feeling "at one" with themselves. Those are some of the kinds of needs which can be dealt with by needs assessments conducted by the school counselor. One ought to focus a needs assessment in getting some sense of how students, parents, teachers, and administrators see the needs of students in one's school. There are a variety of ways of going about the needs assessment which will be dealt with in a later

presentation. It is important in identifying the kinds of questions one wishes to ask in the needs assessment to deal with both a focus on (1) the needs of the students and (2) the needs of the significant others as they relate to the needs of the students.

I would like to pay a little attention to discussing a brief list of some uses and abuses of the needs assessment. First let me mention a few abuses, some things to look out for, some things that could trap you into doing the extensive work required in doing a needs assessment only to justify the status quo. I'm sure that you are all familiar with situations in which a considerable amount of energy is used to make it appear as though you are operating an open system--that is to say the appearance of being open to change, of considering input of other people, of realigning one's priorities becomes the most important thing. Appearance is what counts, and needs assessments can, if one is not careful, be used as a showpiece to make it obvious to anybody who will challenge you that you are, of course, interested in changing the way that you do things. In reality, your highest priority is to keep things as they are. Now of course you haven't done that, but I know that you have seen lots of other people do it. Justifying the status quo is a tremendous misuse of human resources. The amount of work

that is required to conduct a good needs assessment is too much to waste on justifying the status quo. If justifying the status quo and maintaining things as they are is indeed a high priority for you and for your administrator, there are much easier ways of doing that than conducting needs assessments.

A second abuse is one which is closely related to the first, and that is a needs assessment conducted to pacify parents, teachers, students and others. Is there anybody who hasn't seen or heard or read statements by public officials in responding to complaints, that "the subject is under study, we are working on that; we are conducting research, but the results aren't in yet." A needs assessment can be misused in this way. Many administrators have initiated needs assessments with no intention whatsoever of using the results except as a means of showing a response to a complaint. When such a needs assessments is completed it often ends up in a file cabinet or a wastebasket.

A third kind of abuse that needs assessments can be subjected to is one which is a little bit closer to home as we look at ourselves as professionals. I am sure that each of us is aware of what our greatest strengths as counselors are, as well as where our major weaknesses are. Occasionally a needs assessment project will be utilized

by a counselor in an effort to stay away from areas that should be getting attention but which are threatening to the counselor. I am sure that we all know counselors who are the greatest paper and pencil pushers in the world, who seem to thrive on paperwork, and in our suspicion use this excuse to stay away from what we are about--working directly with students. It is not my intention to give anybody excuses not to use needs assessments; indeed the exact opposite is my intention. However, if a needs assessment becomes an excuse for a counselor to get caught up in paperwork, research, and the kinds of things that keep you away from working directly with students, then indeed that can become an abuse of needs assessments also.

Okay, let's talk about a few good uses of needs assessments, some of the reasons why you ought to do it. Some of these suggestions will be repetitious, but let me run it by you once more. It is my intention in this presentation to help you to feel that needs assessment is something that will have some payoffs for you. There is no sense in your doing this if it is not successful in making your program more responsive, making your work more exciting, and helping you feel like you are accomplishing something in your work. Okay, the <u>first</u> reason or use for needs assessment is simply that it provides the

raison d'etre for guidance. If you can't identify needs of your students that should be met through the operation of your guidance program, then you should be put out of business. Conducting a needs assessment will provide you with this kind of information. A second use of needs assessment is to identify unique needs of your students. In spite of the general knowledge that we have from developmental psychologists about needs of children and adolescents, your clientele are unique, no two schools have a student body that has the same set of needs - the particular community in which you live is different, the staff is different, your students and their families are different. The needs assessment can provide you information that will tell you in what ways your clients have unique needs. The third major use of needs assessment is to provide information that will be helpful to you, your teachers, and your administrators in determining priorities, both for your school at large and for your guidance program. Needs assessment will help you to get information that can be of value to teachers in determining the focus in classroom activities and information that will be of value to you in determining what kinds of focus your guidance program needs to take. A fairly simplistic illustration: In a high school setting you need information about your students as to whether there

is an overwhelming preponderance of college-bound students, and the corresponding necessity of the guidance program of being well geared up to postsecondary education planning. On the other hand, you might have a student body of whom very few are going on to college or postsecondary training, and for whom the provision of an outstanding college decision-making program might be less relevant. Other kinds of information which will help you in determining priorities will be information relating to the relative needs of the guidance and counseling program to have a remedial and therapeutic focus as opposed to a developmental and preventive focus. What balance is desired? To what extent does it seem important for you to provide an extensive program of classroom guidance activities? All the kinds of things relating to self awareness--are these important in your school? How important are they? What else is important? What is the relative priority? Needs assessment will help you in setting your priorities, and in making decisions about your resources. Do you need more staff? I don't know of a counseling program in this country where the professional staff doesn't feel like they could do their job better if they had more counselors. Well, if indeed this is true, needs assessment is one way of getting the kind of information that you ought to <u>have to</u> provide in order to justify your request for additional

staff. Maybe your greatest need is additional clerical staff. Again, setting your priorities and making decisions about the kinds of resources that are needed to meet those priorities will give you the information you need. A fourth use of needs assessment is to provide basic information for you and others who work with you in planning your guidance program is to generate a list of specific objectives for your program. What do you hope to accomplish? The needs assessment information is the "why" behind every objective that you write. The fifth use of needs assessment is for purposes of accountability and evaluation. The needs assessment and the information obtained therein yields the ultimate criteria for program evaluation and accountability. If you can identify that your guidance program is indeed having a significant impact in meeting student needs, that's what evaluation and accountability is all about. Objectives for your program should have a direct relationship to identified needs, and evaluation of your program ought to be focused on the extent to which you are meeting the objectives. Okay, let's get on with it! Needs assessment is something that is hard work, something that involves a great deal of planning and working with other people, but if properly done can have tremendous payoffs for you and your program, both by making your work more

relevant, exciting, and more visibly responsive to the needs of your client. Let's get on with it!

APPENDIX II

NEEDS ASSESSMENT INSTRUMENTS

NEEDS ASSESSMENT INSTRUMENTS

A variety of means of assessing client needs are available. These include open-ended questionnaires, surveys in which respondents are asked to agree or disagree with statements, rating scales on which respondents select from among a range of judgements on each of a number of criteria, and structured interviews, in which pre-determined areas of inquiry are discussed. In addition to these types of needs assessment instruments, a variety of program evaluation standards and check lists are often useful in identifying the current resources and activities being offered in response to identified needs. Hill (1965) and Hummell and Bonham (1968) provide samples of some instruments. Bush, Benson, and Drier (1977) also provide sample instruments, as well as a model for designing an instrument. All of the above authors stress the importance of using locally designed needs assessment instruments, and offer their materials as samples and models.

Commercially produced instruments are available through ACT Publications (Iowa City) and the American Institutes for Research (Palo Alto, Cal.).

The following are presented as samples for your review prior to designing your own needs assessment instruments.

MISSOURI STUDENT NEEDS SURVEY

PARENTS SECTION

SCHOOL_____

Please mark the grade of your son or daughter. 9 10 11 12

Please answer these items "yes", "?", or "no". We would prefer that you not consult your high school age son or daughter when completing this form. This is your opinion.

	Yes	?	No
1. I feel my child needs considerable help with his future educational and vocational plans.			
2. If my son/daughter needed help in trying to decide on a career or area of study for a vocation, I would like for him/her to seek help from the following people: (Rate each response.)			
a. counselor			
b. other school personnel (teachers, administrators, etc.)			
c. relative			
d. other			
3. My son or daughter receives necessary information regarding trade, vocational, or college training.			
4. My child receives the necessary information about himself/herself related to future educational and vocational planning.			
5. Has the school counselor helped your child to examine his/her abilities, personality traits and interests as they may pertain to his/her future plans?			

	Yes	?	No
6. The counselor has assisted my child on how to make decisions in pursuit of his/her goals.			
7. Has the school provided you an opportunity to discuss the educational plans for your child?			
8. There is a definite need for the school to provide more information to the parents concerning plans related to their child.			
9. Have you been adequately informed regarding the Guidance program in your local school?			
10. The counselor works closely with my child in developing his/her confidence to relate effectively to the school and other students.			
11. If my child had a personal problem that was of real concern to him/her, I would like for him/her to seek help from the following people: (Rate each response.)			
a. counselor			
b. other school personnel (teachers, administrators, etc.)			
c. relative			
d. other			
12. I feel my child has to fit into a certain slot in the school program and has very little freedom to select a course of study of his own choosing.			
13. Graduation requirements should be changed to meet the individual needs of students.			
14. The curriculum offerings in the school seem relevant to the needs of the individual student.			
15. Most of the teachers are doing an excellent job in making their classes as meaningful as possible for the students.			

	Yes	?	No
16. The teachers do all they can to relate their classes to the needs of my child in relation to his/her future plans.			
17. There appears to be mutual trust and confidence between students and teachers.			
18. The teachers seem to work closely in helping my child to develop confidence in being able to relate effectively to the school and other students.			
19. My child looks forward to going to school each day.			
20. The school doesn't seem to care about the students.			
21. Many of the classes being taught in math-English-social studies, etc., seem to be irrelevant to the current needs of my son or daughter.			
22. It seems my child has to take many classes which are of no possible use to him/her.			

MISSOURI STUDENT NEEDS SURVEY

TEACHER SECTION

SCHOOL_____

DIRECTIONS: Considering the programs within your school respond to each item by marking the appropriate space in the columns provided.

	Yes	No
1. Do you assist pupils to review and interpret their own records periodically?		
2. Do you provide units on occupations within your classes?		
3. Do you confer with administrators about pupils who need special attention?		
4. Do you confer with counselors about pupils who need special attention?		
5. Do you feel that administrators provide necessary services and feedback to you concerning students' needs?		
6. Do you feel that counselors provide necessary services and feedback to you concerning students' needs?		
7. Does the school have a definite plan for placing students in learning activities within the school and community, in accordance with individual abilities, interests, and needs?		
8. Do you use information available through the guidance services to learn more about the pupils in your classes?		

		Yes	No
9.	Does the school use follow-up data for reorganizing and reviewing the curriculum at regular intervals?		
10.	Have you sought out student information and evaluation of your classes?		
11.	Do you modify your instructional materials and techniques each semester to meet the needs of students?		
12.	Would you be willing to teach short mini-courses to small groups of students?		
13.	Do you personally talk with students about careers and future planning?		
14.	Do you personally talk with students about careers in your area of specialization?		
15.	Do you give students information about college and/or vocational schools in your area of specialization?		
16.	Do you personally encourage students who show career interest in your area to study occupational materials?		
17.	Do you refer students who need assistance to the counselor or some other specialist?		
18.	Do you personally use test results to plan or modify your teachings?		
19.	Do you personally help administer the standardized tests given in your school?		
20.	Do you feel the school's regulations permit you the flexibility necessary to meet the needs of students?		
21.	Do you personally talk with parents about their child who may need help, encouragement, understanding, etc?		
22.	Do you personally feel that your classes are related to the needs of the students who take them?		

	Yes	No
23. Is there a need for more vocational and technical course offerings in the curriculum to meet the needs of the non-college bound student?		
24. Do you feel the counselors are allowed sufficient time to work with students as they should?		
25. Do you personally feel that there is a need for a revision of the courses required for graduation?		
26. Do you feel that there is sufficient interaction and communication between teachers and counselors regarding students?		

NEEDS ASSESSMENT QUESTIONNAIRE FOR ELEMENTARY GRADES *

Self and Interpersonal Relations Domain			(Circle Yes or No)	
Goal 1.	Item 1.	Are you better at doing some things than your best friend?	Yes	No
	Item 2.	Do your friends like to do all the same things you do?	Yes	No
Goal 2.	Item 1.	Can you think of three things you like about yourself?	Yes	No
Goal 3.	Item 1.	Strength and speed work skills or abilities?	Yes	No
Goal 4.	Item 1.	Do all workers have to be strong?	Yes	No
	Item 2.	Can individuals do any kind of work if they try hard?	Yes	No
Goal 5.	Item 1.	Can doing a good job make you happy?	Yes	No
Goal 6.	Item 1.	Do you often have to work with someone else on a job?	Yes	No
	Item 2.	Can other people sometimes help you with problems?	Yes	No
	Item 3.	Can your friends help you do some things?	Yes	No
Goal 7.	Item 1.	Can people be happy doing different kinds of jobs?	Yes	No
	Item 2.	Should everyone want to be rich?	Yes	No
	Item 3.	Do all workers work for the same reasons?	Yes	No
	Item 4.	Should all persons work?	Yes	No

*Adapted from the Roseville, Minnesota Schools K-4, Career Education Evaluation Report, 1973.

			(Circle Yes or No)	
Goal 8.	Item 1.	Is teamwork needed in sports but not in jobs?	Yes	No
	Item 2.	Is every person in a group important?	Yes	No
	Item 3.	Do you sometimes have to take orders in a group?	Yes	No
	Item 4.	Do you sometimes have to give orders in a group?	Yes	No

Life Role Domain

Goal 1.	Item 1.	Does a school have many workers?	Yes	No
	Item 2.	Do many people have jobs in factories?	Yes	No
	Item 3.	Do all dads have the same jobs?	Yes	No
Goal 2.	Item 1.	Do all workers make the same amount of money?	Yes	No
	Item 2.	Are there other benefits to working besides money?	Yes	No
Goal 3.	Item 1.	Can workers help solve problems such as pollution?	Yes	No
	Item 2.	Can work help make us happy?	Yes	No
Goal 4.	Item 1.	The two jobs most likely to require you to be good in reading are		
		___Pilot ___Sales Clerk ___Teacher ___Welder		
	Item 2.	The two jobs most likely to require you to be good in math are		
		___Radio Announcer ___Bookkeeper ___Typist ___Engineer		

Item 3. The two jobs most likely to require you to be good in gym are

___Artist ___Gas Station Worker
___Jockey ___Police Officer

Item 4. The two jobs most likely to require you to be good in art are

___Fashion Designer ___Author
___Beautician ___Secretary

Item 5. Which two types of work would likely require some knowledge of science?

___Assembly Worker ___Mechanic
___Secretary ___Nurse

			(Circle Yes	No)
Goal 5.	Item 1.	Will you do the same job as your father or mother when you grow up?	Yes	No
Goal 6.	Item 1.	Can doing a good job make you happy?	Yes	No
	Item 2.	Do some people work just to help other people?	Yes	No
Goal 7.	Item 1.	Only children need to play.	Yes	No
	Item 2.	Play can make you feel good.	Yes	No
Goal 8.	Item 1.	School activities will help in spending your free time when you grow up.	Yes	No
Goal 9.	Item 1.	What people do for their job and what they do for play are always two different things.	Yes	No
	Item 2.	The amount of time workers can spend with their families often depends on the job they have.	Yes	No

			(Circle Yes No)
Goal 10.	Item 1.	When you grow up will there be many kinds of things you can do well?	Yes No

Career Planning and Decision Making Domain (Circle Yes No)

Goal 1.	Item 1.	Can other people sometimes help you with choices?	Yes No
	Item 2.	Is the library a good place for information about jobs?	Yes No
Goal 2.	Item 1.	A person's values are what he/she strongly believes in.	Yes No
Goal 3.	Item 1.	I can do many different kinds of things when I grow up.	Yes No
	Item 2.	I need to plan carefully the kinds of things I want to do when I grow up.	Yes No
Goal 4.	Item 1.	It does not matter what job you choose as long as it pays well.	Yes No
	Item 2.	Should everyone want to be rich?	Yes No
	Item 3.	Are there certain jobs only available to girls?	Yes No
Goal 5.	Item 1.	If you really want something, do you have to plan for it?	Yes No
	Item 2.	If you tease someone, will that person feel unhappy?	Yes No
Goal 6.	Item 1.	What you do in school now has little to do with what you will do in high school.	Yes No
	Item 2.	There is only one way to achieve a goal.	Yes No
Goal 7.	Item 1.	Staying home from school does not hurt your job chances.	Yes No

			(Circle Yes	No)
	Item 2.	Math is not important if you are going to fix cars.	Yes	No
Goal 8.	Item 1.	Do parents sometimes make plans that do not work out?	Yes	No
	Item 2.	Do people change their minds many times about what kind of job they want?	Yes	No
	Item 3.	Once you decide to do something should you ever change your mind?	Yes	No

TEACHER INVENTORY OF GUIDANCE AWARENESS *

We would like to obtain an indication of your awareness of the guidance services in your school and the extent to which you feel they are adequate. This information should be useful in improving guidance services to students. Please be frank in your appraisal.

DO NOT PUT YOUR NAME ON THIS INVENTORY

Part of Your School Program?	DIRECTIONS: To the left of each question, mark (X) to indicate whether or not the activity is carried out in your school. To the right of each question, mark your (X) in the column which represents your opinion of its adequacy.	To What Extent?				
		None	Inadequate	Adequate	Too Much	????
Yes__No__?__	1. Is an organized program of guidance available to all students?					
Yes__No__?__	2. Has the staff cooperatively planned the guidance program?					
Yes__No__?__	3. Does the school have a standardized testing program which includes both ability and achievement tests?					
Yes__No__?__	4. Have guidance services been provided to orient new students to the school?					
Yes__No__?__	5. Do you discuss with your students the vocational applications of your subject matter fields?					

* H. Eugene Wysong, "Evaluating Secondary School Guidance Programs: Development and Validation of Instruments." Unpublished doctoral dissertation, The Ohio State University, 1968.

Part of Your School Program?	(Continue with previous directions)	To What Extent?				
		None	Inadequate	Adequate	Too Much	?????
Yes__No__?__	6. Have the seniors developed both immediate and long-range plans?					
Yes__No__?__	7. Have you participated with the counselor and other teachers in case conferences concerning students?					
Yes__No__?__	8. Are placement services provided to assist students to obtain additional education or training?					
Yes__No__?__	9. Are organized activities provided to assist students in planning careers?					
Yes__No__?__	10. Do the cumulative records contain information about the educational and vocational plans for students?					
Yes__No__?__	11. Is individual counseling of students a part of the guidance program?					
Yes__No__?__	12. Are informational materials on education provided and effectively used by students?					

Part of Your School Program?	(Continue with previous directions)	To What Extent?				
		None	Inadequate	Adequate	Too Much	?????
Yes__No__?__	13. Do you know the educational and vocational plans of the students in your classes?					
Yes__No__?__	14. Does the staff plan cooperatively the evaluation of the achievement of students in relation to their potential?					
Yes__No__?__	15. Do the cumulative records contain information on the home and family background of students?					
Yes__No__?__	16. Are teacher responsibilities in the guidance program clearly defined and understood?					
Yes__No__?__	17. Are standardized test results interpreted for teacher use?					
Yes__No__?__	18. Does the administrative staff support and assist in the development of the guidance program?					
Yes__No__?__	19. Are informational materials available to students concerning personal and social development?					

Part of Your School Program?	(Continue with previous directions)	To What Extent?				
		None	Inadequate	Adequate	Too Much	????
Yes__No__?__	20. Are group guidance procedures used in the guidance program?					
Yes__No__?__	21. Do teachers accept and take advantage of the guidance services offered?					
Yes__No__?__	22. Do you discuss with your students the educational implications of your subject matter field?					
Yes__No__?__	23. Do the cumulative records contain information which indicate special abilities or talents of students?					
Yes__No__?__	24. Do you seek the assistance of the counselor in helping students?					
Yes__No__?__	25. Do you have an in-service education program for the staff on guidance services?					
Yes__No__?__	26. Do you make referrals of students to the school counselor?					
Yes__No__?__	27. Are the cumulative records of students accessible to teachers in your building?					

Part of Your School Program?	(Continue with previous directions)	To What Extent?				
		None	Inadequate	Adequate	Too Much	????
Yes__No__?__	28. Is an opportunity provided for groups of students to discuss matters of concern to them?					
Yes__No__?__	29. Are informational materials available to students concerning occupational opportunities and requirements?					
Yes__No__?__	30. Are counselor-parent conferences held concerning students?					
Yes__No__?__	31. Do students accept and take advantage of the guidance services offered?					
Yes__No__?__	32. Is help given to students in planning an educational program to meet their individual needs?					
Yes__No__?__	33. Do the cumulative records show an educational growth pattern of students?					
Yes__No__?__	34. Do you hold conferences with parents concerning their children?					

Part of Your School Program?	(Continue with previous directions)	To What Extent?				
		None	Inadequate	Adequate	Too Much	????
Yes__No__?__	35. Are organized activities provided to assist students in developing good study habits?					
Yes__No__?__	36. Are teachers provided with summaries of important data from records and tests?					
Yes__No__?__	37. Are parents informed of their children's standardized test results?					
Yes__No__?__	38. Have students made realistic course selections in relation to their abilities and interests?					
Yes__No__?__	39. Do the cumulative records contain anecdotal reports or summaries of student progress written by teachers?					
Yes__No__?__	40. Does the guidance program include research and evaluation studies?					

STUDENT INVENTORY OF GUIDANCE AWARENESS *

We would like to discover the extent to which you are familiar with the guidance services offered in your school. By knowing how you feel about this phase of our school program, we shall be better able to initiate changes in areas which you indicate. Will you please respond as frankly and honestly as you are able? DO NOT PLACE YOUR NAME ON THIS INVENTORY.

DIRECTIONS: Will you please check (X) Yes or No to indicate your feelings about each question. If you feel that you cannot give a definite Yes or No answer, will you please check (X) in the space marked (?).

Yes__No__?__ 1. Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?

Yes__No__?__ 2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?

Yes__No__?__ 3. Have you had conferences with someone on your school staff concerning your educational and vocational plans?

Yes__No__?__ 4. Does the school inform your parents of your standardized test results?

Yes__No__?__ 5. If you had a personal problem, would you feel free to discuss it with someone on your school staff?

*H. Eugene Wysong, "Evaluation Secondary School Guidance Programs: Development and Validation of Instruments". Unpublished doctoral dissertation, the Ohio State University, 1968.

Yes__No__?__ 6. Does your school help you to understand the meaning of your standardized test scores? (Examples: school ability, achievement, and aptitude.)

Yes__No__?__ 7. Do you have access to the information you want and need to know about the various occupations you have considered?

Yes__No__?__ 8. Do you know which member of your school staff is your school counselor?

Yes__No__?__ 9. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?

Yes__No__?__ 10. Has your school counselor talked with you about your future educational and vocational plans?

Yes__No__?__ 11. Has your school provided your parents an opportunity to discuss your educational plans?

Yes__No__?__ 12. Do you have access to the information you want and need about colleges and other schools which offer post-high school education?

Yes__No__?__ 13. When you entered high school, were you helped to learn about your new school and how to get along in it?

Yes__No__?__ 14. Have you had an opportunity to discuss with your school counselor various approaches to solving problems with which you have been faced?

Yes__No__?__ 15. Are you thinking about or planning what you are going to do when you finish high school?

Yes__No__?__ 16. Has your school provided the opportunity for you to learn to present information about your abilities, training, characteristics, and experience to employers in a convincing manner?

Yes__No__?__ 17. Have your parents ever talked with your school counselor?

Yes__No__?__ 18. Have you been helped to plan the subjects and activities you need and want to take while you are in high school?

Yes__No__?__ 19. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?

Yes__No__?__ 20. Can you talk about your real feelings about things with your school counselor?

Yes__No__?__ 21. Do your teachers discuss the various occupations which are related to the subjects taught by them?

Yes__No__?__ 22. Do you know where your school counselor's office is located?

Yes__No__?__ 23. Have you been helped to decide if you have the ability to succeed in college?

Yes__No__?__ 24. Does your school use film-strips, films, pamphlets, books, etc., to help you understand problems of personal and social development?

Yes__No__?__ 25. Have your ability and achievement test results been helpful to you in your educational and vocational planning?

Yes__No__?__ 26. Have you received any help from your school in the improvement of your study skills and habits?

Yes__No__?__ 27. Have you had an opportunity to participate in group discussions about the concerns of high school students?

Yes__No__?__ 28. Has your school counselor discussed your ability and achievement test results with you individually?

Yes__No__?__ 29. Were you helped before the ninth grade to plan your high school program of courses?

Yes__No__?__ 30. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?

Yes__No__?__ 31. Has a counselor or a teacher helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?

Yes__No__?__ 32. Have you been satisfied with the course selections which you have made?

Yes__No__?__ 33. Do you feel that your school experiences have provided you with opportunities to develop self-reliance?

SCHOOL_____BOY_____GIRL_____GRADE_____

be carpeted, draped or otherwise sound-treated and air conditioned.

I. Audiology

Audiology is a diagnostic/evaluative/support service which is available for all of the public school population. It is not one of the special education teacher/clinician categories for a single exceptionality.

1. Role of the Audiologist

The role of the audiologist shall consist of audiological needs assessment and development and maintenance of means of meeting these needs. These may include

a. Providing for hearing conservation services, such as

(1) Screening (routine grade schedule, all newly entering students, previous failures, post-remarkable illness students, remedial classes, special education classes including students served by resource or itinerant teachers and teacher referrals).

(2) Screening prior to additional special services and evaluation shall include impedance audiometry and pure tone screening at 500, 1000, 2000, and 4000 Hz at 25 db level. This shall be done under the direct supervision of a certified and/or licensed audiologist. Direct supervision shall entail the development of a plan by a certified and/or licensed audiologist and approval by the local education agency.

(3) Follow-up evaluations and services (differential diagnostic and audiological evaluations, interpretations

and recommendations to teachers; referrals to other agencies and specialists and monitoring of progress).

b. Providing for habilitative and rehabilitative services (hearing aid orientation, evaluation of hearing aid functioning, evaluation of techniques of remediation and ongoing planning and maintenance of habilitative and rehabilitative services to students).

c. Providing for maintenance of appropriate records and utilization of data to evaluate and revise program procedures and techniques. Records shall be kept confidential and released to other agencies only with written permission from parent or legal guardian.

d. Providing consultative services (information to teachers and administrators, supervision or training of screeners, in-service training and demonstrations, parent counseling).

e. Developing and maintaining liaison with agencies and communities which will provide services complementary to the educational audiology services.

f. Participating as a member of placement committees consistent with procedures set forth in procedural due process.

2. Establishment of Staffing and Program Needs

a. Each local education agency, either through its own facilities or through its Cooperative Educational Service Agency (CESA), should provide audiological services. A ratio of one public school audiologist per 20,000 ADM is recommended.

b. The services shall be planned and maintained by individuals who hold current

Georgia Department of Eduction certifications in audiology and who are fulltime employees of the public schools.

c. These audiologists may utilize services of part-time or nonemployees of the public schools, provided those employees work under the direction and supervision of the public school audiologist and meet at least one of the following criteria.

(1) Hold current State of Georgia license in audiology.

(2) Hold all current appropriate professional technical and business licensure in Georgia and show evidence of being a current authorized representative or affiliate of each manufacturer whose products they service.

d. For the purposes of screening, trained volunteers may be utilized providing their work is supervised and interpreted by a certified public school audiologist.

e. At least minimum equipment should be provided and housed in an adequate size and design suite or mobile unit which has been sound-treated. A list of equipment and specifications for audiological services will be provided by the Special Education Program, Georgia Department of Education.

J. Intellectually Gifted

1. Definition

Students are intellectually gifted if their potential cognitive powers, when developed, qualify them to become high-level innovators, evaluators, problem-solvers, leaders or perpetuators in the complex society in which they live. Cognitive powers as used in this definition signify the complete range of

intellectual functions, sometimes referred to as intellect, intelligence or mental abilities. Included are psychological concepts such as thinking, abstract reasoning, problem-solving, creativity, verbal comprehension, numerical facility among others.

2. Eligibility and Placement

For a student to be eligible for placement in a special program he must have the potential to perform at a significantly higher level than the average student. Significantly higher level refers to performance which places a student at least 1 1/3 standard deviations above the mean of the mental ability tests administered. Placement must be decided by the local placement committee after careful review of a complete case study on the student, which includes data relative to student's cognitive abilities, special interest, psychological data, school achievement, emotional and social maturity, creative ability, and recommendation of teacher.

3. Delivery Models and Enrollment

In addition to the special class and resource room delivery models described in Section III.B of this document, gifted programs may be offered through the following special arrangements. These models should be coordinated by a certified teacher of the gifted.

For earning purposes for Section 5 units, the maximum case load for any model should not exceed 75.

a. Resource Room

See Section III.B for a definition of resource room program.

(1) The maximum case load for a resource teacher of the gifted is 60. At no time should the resource teacher work with more than 12-15 students in a resource room setting. The

case load for the itinerant resource teacher may be lower in order to allow for travel.

(2) Students should spend the equivalent of one full school day each week with the resource teacher.

b. Cluster Grouping

The teacher of a cluster should participate in a basic in-service education program in the area of the gifted. Desirably, this person should be fully certified in the area of the gifted.

c. Extended Day Program

Regular classroom teachers and volunteers should participate in in-service training programs in the area of the gifted.

d. Independent Study

Teacher-sponsors or advisors for independent study programs should participate in a pre-service workshop prior to beginning a program.

e. Advanced Placement Courses*

The regular classroom teacher who teaches advanced placement classes should participate in in-service programs in the area of the gifted.

f. Special Seminar

A small group of students with common interests and concerns meets regularly, short or long-term, for the purposes of study, discussion and exchange of ideas.

g. Joint Enrollment Program

(1) Students enrolled in such programs receive both high school and college

credit. Such students should meet State regulations for attendance in the secondary school in order that ADA credit may be claimed by the local education agency.

(2) Students may attend college full time and receive secondary school credit toward graduation for courses successfully completed. No ADA may be claimed by the local education agency for such students.

(3) Local education agencies and colleges or universities participating in joint enrollment programs should have agreements and policies that govern the operation of the program.

*Refers to program available through College Entrance Examination Board.

APPENDIX C

LOCAL COMMUNITY JOB SURVEY CARD

Local Community Job Survey Card

Date: _____

Organization: _____

Address: _____ Phone: _____

Contact Person: _____

Title: _____

Jobs Available: _____

_____

_____

_____

Application Procedures: _____

_____

_____

APPENDIX D

SCRIPT FOR "THE REFERRAL PROCESS"

THE REFERRAL PROCESS

The purpose of this minilecture is to provide you with some helpful background information on the referral process and to identify some practical steps in making effective referrals. Perhaps it is useful to begin with a definition, and Shertzer and Stone, in their book, Fundamentals of Guidance, provide such a definition. They stress that the point to be emphasized is that referral involves the transfer of an individual to the personnel or agency providing the different kind of assistance. The word "different" is the key one there, and is important to remember as you listen to this tape. Counselors operate in a constantly moving tide of referral relationships; they are constantly called upon by the clients and the people that they serve to provide a great variety of assistance in meeting human needs. Some beginning counselors do not realize that counselors cannot provide all the possible services to all the clients that they come in contact with; therefore, knowing how and when to refer people to sources of different assistance and help is an important part of the counselor's job.

This tape will focus on both counselor initiated referrals and on counselor accepted referrals. The ones

that we think about most frequently are those which counselors initiate because of the nature of the problem or concern that the client presents to them, but an extremely important part of a counselor's job is establishing arrangements with people within the local school setting regarding the acceptance of referrals (guidelines and principles which govern the referral process to the counselor). We will be looking first at counselor initiated referrals and make a variety of comments about principles and techniques of referrals, which I think will very clearly indicate how counselors would also use those same principles and techniques in establishing their own acceptance of referrals.

The referral process requires the utmost of professional skills and responsibilities; it requires judgments on the part of the counselor, and it requires a very careful assessment of personal and school resources. It is not just a technique; it is not just something that involves one, two, three steps; and, of course, it is not a signal of failure. It is not an indication that a counselor has not been able to measure up to some kind of professional responsibility. It is useful to read the American Personnel and Guidance Association Ethical Standards, for some information relative

to the ethics of referral might be helpful to the listener. Reading from the Ethical Standards we find: "If the counselor is unable to be of professional assistance to the counselee, the member avoids initiating the counseling relationship or the member terminates it. In either event, the member is obligated to refer the counselee to an appropriate specialist (it is incumbent upon the member to be knowledgeable about referral resources so that a satisfactory referral can be initiated). In the event the counselee declines the suggestion of referral then the member is not obligated to continue the relationship." It is clear from that statement that it is not a sign of weakness; it is really a sign of professional judgment and responsibility, when the counselor makes an appropriate referral.

As we have indicated, effective referrals do not just happen, there is a great deal of background work, e.g., the development of effective referral relationships, knowing about referral resources in the community. That is all part of background work. And there is also, as was indicated earlier, the attitude that the counselor brings to the referral task. Clearly, an attitude of assurance born out of confidence in what the counselor is doing is absolutely essential to effective referrals.

This action is contagious -- both a student and the parent will pick up on the reassurance the counselor is able to provide.

But the key part of the referral process that I want to discuss in the remainder of these remarks is the referral decision. The referral decision finally comes down to four steps which I would like to review here. The first part of the referral decision is the identification of the criteria for referral decisions. There are first some professional competency kinds of criteria, those involving the professional appraisal by the counselor of the client's condition; the strengths and the weaknesses; the nature of the problem which the counselee or the student is facing. That is an extremely important and delicate assessment which the counselor has to make. Second, the counselor must assess his or her own ability and resources to render the necessary services. That requires a very candid and honest self-appraisal. Next, the criteria for referral decisions include legal regulations which may guide the referral direction. It is important, for example, that clearance be obtained for any kind of report or the transmittal of client information. Parents must be brought in to the referral process, if the student is under 18 years of age. Appropriate

community agencies with legal responsibilities for providing different kinds of help and assistance should be consulted. Finally, there are personal factors that become involved in criteria for referral decisions. Even though counselors are reluctant to talk about this fact, it is sometimes impossible for the counselor to work with a given client for purely personal reasons. It is really a counselor strength if the personal basis for a referral is recognized and acted upon.

Besides the criteria for the referrals, there is the second part of the referral decision which involves personal knowledge of community resources. The chances are that the community has already conducted some kind of inventory of all the human services programs that are available in that community. If the community has not already done that, it will be necessary for the counselor to build a referral file. The local medical society, community action agencies, ministerial associations, volunteer groups, state agencies, employment services, medical and community services, yellow pages of the phone book, can all be resources that could be used in the development of the community resource referral files.

The third step of the referral decision is the referral itself. One important thing that must happen

when a referral takes place is that the client must participate, the client must have an active role in charting his or her future treatment, education, or whatever. In this sense, the referral can be therapeutic, because the client may come to achieve some new understanding of the nature of the problem or difficulties that he or she faces. So the referral itself is not something that is given to the client or simply told to them, but is something that the client actively helps develop. It is also extremely important for the client to know some very concrete facts about the referral. It's amazing how many times a client does not know the address of the agency to which he or she is being referred. Or they do not have the name and phone number of a contact person, or they lose track of their appointment time, or they do not know where to park when they go to the referral agency. Those kinds of bits and pieces can really make the difference -- all of the difference -- in the effectiveness of a referral. The clients should have specific instructions and should have information that can help them in locating and following through on the referral. It is extremely important in the case of elementary and high school students to have the parent actively involved in the process. The parent needs to know how

and why the referral is being considered and what kinds of outcomes will come from the referral.

The fourth part of the referral decision is the evaluation or follow-up. The evaluation of a referral is something that has to be initiated when the referral is first considered; the evaluation of the referral is really the joint responsibility of both the parties involved in the referral. If the referral is not a satisfactory one, then that information needs to be fed back to the counselor who initiated the referral, and additional arrangements will have to be worked out. The follow-up should include exactly what kinds of assistance will be provided to the clients, what kinds of reports will be provided back to the referring counselor, and the clarifying of who will take primary responsibilities for the client in the future.

The referral decision involves several steps. First, the criteria for the referral decision, including professional assessments, legal regulations, and personal factors; second, knowledge of community and human resources; third, the referral act itself; and, fourth, the follow-up or evaluation.

In concluding, it is useful to review the counselor's primary considerations in referrals, and these

can be identified as a series of questions: first, what information do I have about the needs of the student; second, how valid is the information; third, are there other staff members in my office or in our unit who may be able to provide additional information; fourth, based on all the available information about the student and his or her situation what remedial or preventive treatment is indicated; fifth, what sources of treatment are available; and sixth, how soon should the treatment begin. The answers to these questions require the highest form of professional judgment and responsibility of the counselor. Clearly it is important to note, finally, that referrals, because they involve relationships among agencies, must be cleared and conducted in proper administrative procedures. There are coordinating functions involved, and as we indicated before, there are legal kinds of ramifications. It is absolutely essential that a clear statement of referral guidelines, procedures and criteria be developed by the counseling agency -- both to help those referral resources to be used and also to help the clients, students, teachers, administrators and parents who counselors are themselves seeking to serve.

APPENDIX E

SCRIPT FOR "CONDUCTING A LOCAL COMMUNITY JOB SURVEY"

CONDUCTING A LOCAL COMMUNITY JOB SURVEY

Historically, counselors were very much involved in job placements and in helping the unemployed and the poor find work and develop meaningful lives for themselves in America. Counselors worked essentially in urban areas, particularly in the northeast, and Frank Parsons and many of the other people who contributed to the founding of the vocational guidance movement saw a major responsibility for counselors in helping people find work and productive employment.

Conducting a local community job survey assumes several things on the part of the counselor. First, it assumes that counselors do not have a negative attitude toward business and industry, that they are not suspicious of the profit motive, and that they do not prescribe to negative values associated with business. Second, it assumes that counselors can be very active -- that they know what is going on in the community; that they get out of their office; and that they have some resources to support them in those activities. Third, it also assumes that counselors can get beyond a counseling perspective; that they are concerned about what is happening in the broader community; and that counseling is not the totality of their professional role. Fourth, it assumes that

counselors do take a positive view of job placement -- that they have not set up some artificial limitations on their role concerning career planning, and job placement. Some authorities have tended to view counselors' avoidance of job placement as a kind of cop out on the counselor's part. Tolbert, one authority in this area, says that some people seem to feel that counselors have walked out on the hard part of the helping process.

If you think that you can meet the assumptions that are implicit in these four areas, then conducting a local community job survey should not be an impossible task. There are many benefits that can be derived from school-community cooperative effort. There are, of course, the student benefits in that the link between education and work becomes clearer for the students, the dropouts, and others who leave the institution. They do not end up sitting on the front door of the school without having anyplace to go. There are clearly school benefits from better school-community cooperative efforts. Public support for education is generally recognized as being at a low point, and as a school makes links with other segments of the community, there is an increased interest in what is going on in the school and an increased awareness of the relevance of education for other

community concerns. And of course, third, there are community benefits. A trained work force, students and adolescents who can find meaningful work in the local community are among the benefits to the community from increased cooperative efforts. A local community occupational survey is one way to bring clearly into focus a cooperative effort between the school and the community.

The purpose of this minilecture is to help you develop a strategy for conducting a community occupational survey especially if you live in a small town, or if you live in a metropolitan area or a larger town to identify services and agencies which perhaps have already done this. What we are suggesting here is a kind of distinction between primary and secondary resources for conducting a local community job survey. Primary sources would include actually conducting the survey yourself or directing one to be done. Secondary sources would assume that other agencies, for example, the State Employment Service, have already conducted local job surveys and that you can use those secondary sources in job placement activities for your students.

Most career resource centers have a variety of

state, regional, and national occupational information available, but it is important in a well rounded program to also have local employment information. The types of local occupational information ordinarily sought in a community occupational survey includes (1) an overview of the local occupational pattern at a particular time; (2) specific information about particular occupations; (3) indications of changes and trends in both occupational distribution and the occupations themselves. Local occupational surveys are used primarily in the schools as a way of helping provide students and parents with information about jobs, workers, present and future employment practices, and other related facts about the occupational life of the community.

The preliminary activities in conducting a community occupational survey involve a variety of clearances and approvals and planning strategies designed to secure broad based support for a survey. The board of education and the superintendent must be involved in approving plans for a community occupational survey and ideally a community advisory council made up of people from the local chanber of commerce, major business and industry groups, employment service representatives and others particularly knowledgeable and involved in the local job

situation will be able to help. While it is entirely appropriate for the counselor to assume major responsibilities in initiating and motivating others to conduct community occupational surveys, it is also important that the counselor not take total responsibility for this activity. One thing that a planning group would have to decide very early is exactly what the purposes of a local community job survey might be. For example, one purpose might be to describe current and potential manpower resources, or to provide a basis for job counseling, or to assist the community in cataloging and evaluating its economic resources, or to cooperate with other agencies and community groups in developing programs for economic development. Determining the exact purposes of a local community job survey will also influence the ways in which the results are handled. Counselors would, of course, have immediate access to the results, but other planning groups in the community might also need or want to have access to that information. In some cases communities have discovered that because jobs are not available locally, students are leaving and that the schools are training people to work in other areas within the state or the region. In some cases communities have also determined that corrections need to be made, that a

local community based education-work council needs to be established to develop more jobs within the local area. Finally, the results of a community job survey have sometimes indicated to schools that training programs are not relevant -- that the manpower needs in the local community are not being met and that the curriculum needs to be changed. It is important, to realize that the data obtained in a local community job survey can have powerful influence, perhaps political repercussions, within the school and in the larger community. Therefore, counselors should proceed carefully in conducting local community job surveys.

Perhaps, however, a counselor does not have the support, the time, the resources, or the interest to conduct a full-blown local community job survey, and in that case, a quick and hasty or a more limited informal effort can be very useful. At the very least, a local community job survey should poll primary resources, such as school personnel, professional staff of the state employment service, city and county government officers, chambers of commerce officials and representatives, personnel directors of major employing groups within the community, and these resources should be asked to provide the following basic information: (1) they should list

specific job titles available in their organizations; (2) they should furnish the number of positions available, monthly or annually; (3) they should identify the specific training requirements, or entry requirements for those positions; (4) they should provide the name, address and phone number, title of contact persons within those organizations who can provide current, up-to-date information about jobs within those organizations. A very simple one page survey form may provide all the space needed to conduct this kind of survey.

There are also other secondary resources, community employment resources, that a counselor can contact to develop information about employment within h's or her community, and this may be especially appropriate in larger communities. For example, United States government agencies, such as the United States Civil Service Apprenticeship programs might provide useful information about jobs and job entry requirements. Such offices as the Labor Departments, Bureau of Apprenticeship and Training, or the State Apprenticeship Bureau can provide additional information.

Second, the Wage, Hour and Public Control Division within state government may be able to provide useful employment information, or the Federal Job Information

Center in the Civil Service Commission. The Youth Opportunity Center, and the Armed Forces (all the branches of the armed forces), may be among the federal governmental agencies that can provide useful information on local employment.

Third, state agencies such as the state employment service, manpower development and training groups, work incentive programs, Division of Vocational Rehabilitation, farm labor rural manpower groups, Human Resources Clearinghouse groups, Comprehensive Employment Training Act Administrators, and others may be among the state agencies that can provide useful information.

Fourth, there are local agencies within the community, such as the civil service board; the education, work, or employment committee of the chamber of commerce; there may be an organization such as the national allegiance for businessmen, or business/professional women's groups, that can provide useful employment information. Finally, there are a variety of other agencies and sources that can provide local employment information, and these would include private employment agencies. What kinds of services do these groups provide? Local union apprenticeship programs, or perhaps cooperative programs, in health, business, distributive education, work experience,

diversified cooperative training, and the like may be helpful. And finally, there are the old standbys like friends, relatives, and neighbors, telephone directories (particularly the yellow pages), newspaper want ads, teachers and other school personnel. It is very clear that in this last category there is a great deal of covert, hidden occupational job information that counselors, if they are alert and resourceful, can seek to develop. Newspaper ads about new business or industry groups that are planning to locate in the community can provide first hand information for follow-up and useful data about jobs.

Finally, it is extremely important to make sure that the data collected in a local community job survey is used, and that students and the people who need and want the information in the survey have ready and easy access to it. Copies of the report or the survey findings need to be made available to teachers, particularly in the vocational programs, school administrators, other members of the counseling staff, and others who can provide useful information and helpful assistance to students regarding jobs. Major findings of the report which may have implications for community development, curriculum change, or policies also need to be channeled back to

appropriate authorities. Bulletin boards, feature articles in the school newspaper, or even special articles in the local paper, parent reports at the parent/teacher organization meetings, units in courses within the school are also ways to make this information available and easily accessible to those who need it.

Last, of course, the decision would have to be made as to how and when the survey can be updated, when the information is out-of-date and no longer useful, to make sure that its accuracy is constantly maintained and updated.

Perhaps it would be useful to briefly summarize topics that have been included in this minilecture. First, it's important that counselors recognize the legitimacy of school -- community cooperative efforts, and understand that a local community job survey is one way in which links and bridges can be built between the schools and the community, particularly employers. Second, the results of a school-community survey of the local job situation can have important kinds of political ramifications and can effect policy in a variety of important dimensions of school-community life. Counselors should not proceed without carefully developed plans in conducting a local community job survey. Third,

informal surveys and assessments can be made -- sometimes the information needed has already been created by agencies such as the state employment service; but in other cases a brief informal questionnaire, perhaps even one conducted on the telephone, can develop useful job and employment information. Finally, that counselors must be sure that the results are used -- that they are not tucked away in some folder to become just dusty data which have no use or relevance to students who desperately need information about employment opportunities available to them.

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